

### Our aim as Teachers

To intensify the interest in life.

To perceive not merely to see.

To give children a love of all things that grow and to make them realize that true wealth lies in the ability to enjoy greatly.

To find everything and in all things interest and delight by just looking.

When I said Goodbye to the girls just last week, some of them were going to camp, some were going to spend the hot summer days in the city. I teach in an industrial centre (where life is a little more difficult because you happen to be a Jew) and each in their own <sup>line</sup> ~~line~~ were going to have new experience because they had learned to see, "what they knew how to look for". Those in the city were going to look at streets and buildings from the point of view of blocks and receding masses, varied values of light and shade, varied tones of colour, pink and blue slate, long vertical lines of telephone poles and the lacy pattern of the crossed lines overhead, and shadows in lanes and cool green masses of trees in parks, the canals and wharfs with their grain elevators. They were going to have just as good a time as the more fortunate, who were getting the whole of the outdoor beauty to draw from.

To look at things as the artist looks is the object.

What do we find when we come to study the artist? Everywhere we find him taking a natural form and emphasizing it or simplifying it for his own purpose, reforming it and sometimes making it more beautiful on impression because he has bent it to his creative will, and so the motives can never be old, although everything is old.

"Birds are antiquated fellows. Heaven does not change its value".

Everything is fresh and new and stimulating because each new personality comes to play on the great instrument and makes a new tune. In our work together I hope I'm going to be able to bring you a little refreshment,

not that I have anything very new to tell you. We all know what Art Education demands today, a much fuller and wider knowledge on the part of the teacher. A finer understanding of Art Values. You are frightfully important because it depends upon your interest in your subject as to how you are going to interpret it.

Art can be interpreted in so many ways. I have my little way, which is what I have learnt from different educators like Cizek, Littlejohns, Lismer, and others. We each have to work out our own salvation by applying the principles we understand to various topics, therefore I am not going to give you any syllabus for a course and hold you down to set lessons, because that would cramp your individual thinking. Art is a growth on a sense which can be developed and if you are really interested in developing it, it will be a great asset and joy to you, apart from your teaching altogether.

After all we can only inspire according to the amount of inspiration we have ourselves, and I find that one of the best ways of getting inspiration is to go back to the roots of things, like with theme. Think about theme and then realize that there is no such thing in the Art World as Time. There is no past or present. We are all one. Modern Art is a joke because artists today are painting after the manner of Giotto and Velasquez. We can get the same joy out of an Egyptian plate as we can out of a Susie Cooper plate, both the same in beauty. Why because they have the Art Values; good design, good colour harmonies and you in your lessons have to have these qualities and you only get them by working and experimenting and always remember this that it is the working and experimenting that count, not the results. They'll come as you become more sure of yourself and another thing I have found so often, follow the class and work it out with them, be one of them avoid dictating, we are all potential artists, it is only a matter of degree.

What is it that the artist uses to give us these new forms?

What are his tools of expression?

If we were asked which of all the arts we loved the best which gave us the greatest joy and liberated our spirits. One would say first - music -

rhythm - all created form - the sister art - painting - the language -  
types of lines - types of forms - types of solids - colour.

### How it is used

Plants Laws of growth - balance, rhythm - repetition, variety -  
proportion.

Formal - Informal.

### Finish

One of the finest things we can teach young people is this, that each one of us has the possibility of some new discovery in him, that there is no reason why any one of us should be afraid to try, and to test and to act upon any new idea which comes to us; it may be quite as good as any other people may have, it may be much better and having this liberty of independent thought gives us more interest in and respect for the work we have in hand.

Perhaps in no place do we read more of the high esteem in which the designer was held than in the accounts of the planning of the Tabernacle in the Wilderness. Over and over it repeats how the workers were "filled with the Spirit of God" his wisdom and understanding and knowledge of all manner of workmanship and again how "God hath put it in his heart that he may teach to others these crafts" wise hearted men and women whose hearts stirred them up in wisdom to weave and spin.

It is only as teachers are inspired by this spirit, that they can hope to help forward the rebuilding of the New World to which we all look forward. It is by giving of the best that is in us all that we can find the tools with which to build it. "Not looking each of you to his own things but each of you also to the things of others".

311  
1937-1940  
original in own  
hand

Notes for Programme: Sat. Morning Art Classes - Art Gallery

We can all see - how many of us can perceive?

It is only through the study of the Arts that this sense of finer understanding may be achieved and the aim of the children's classes at the Art Gallery is to give a basic knowledge of the fundamental principles of the development of the Arts.

Through discussion the fine experiences of the past - using Lantern slides and films and linking it with ideas and inspiration gained from contemporary life, the children may be lead to express themselves with paints & brushes & clay using the same principles but creating for themselves their own world of delight and finally to be lead to a fuller appreciation of the great contribution of the Arts to the spiritual life of our humanity.

The proposed programme of the Sat. morning classes is as follows: